



**1997-2001
Kentucky Plan For
Equal Opportunities in
Postsecondary Education**

**2000-2002
System Report**

October 2003

THE COMMITTEE ON EQUAL OPPORTUNITIES

The Council on Postsecondary Education coordinates public postsecondary education in Kentucky. The Council is responsible for developing, implementing, and monitoring the statewide postsecondary equal opportunity plan. The Committee on Equal Opportunities is designated by the Council to oversee institutional compliance with *The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education*.

The CEO oversees implementation of the general commitments, specific objectives for each institution, and the requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan*.

The CEO is composed of 12 members appointed by the chair of the Council: four members of the Council, a legislator, and seven citizens representing statewide interests.

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INTRODUCTION

The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education was extended by the Council on Postsecondary Education to coincide with the completion of the Partnership Agreement and to further efforts to improve access to public colleges and universities for Kentucky resident African Americans. The 2000 report highlighted initiatives implemented between 1995-99. This report focuses on initiatives implemented between 1999-2001. The plan supports access and equal opportunities for citizens of the Commonwealth, focusing primarily on student access, campus environment, graduation, and the employment of African Americans at public postsecondary education institutions in Kentucky.

This report recognizes initiatives that have been implemented to increase access for underrepresented minorities in an environment where the need for diversity is often challenged. *The Kentucky Plan* establishes commitments and objectives for each of the public postsecondary institutions.

The Council assigned responsibility for oversight of plan implementation to the Committee on Equal Opportunities. The Committee is committed to ensuring that educational opportunities for Kentucky resident African Americans are comparable to those for Kentucky resident whites. The Committee visualizes postsecondary education as a system that promotes equity in education and stresses lifelong learning for all citizens in the Commonwealth.

Reports from the CEO and the Council are part of the monitoring and assessment of institutional and statewide progress toward plan implementation. To support plan implementation, institutions developed action plans that, in their estimation, would move them toward achieving the plan objectives. Kentucky's public postsecondary institutions are encouraged to build and strengthen their educational communities to create an atmosphere that fosters life-long learning, improves student retention and graduation, and welcomes cultural diversity. Kentucky's colleges and universities are encouraged to focus on institutional benchmarks, remedial education, and adult literacy. They also should survey current students and alumni to reveal best practices that enable them to achieve equity in higher education throughout the Commonwealth.

EXECUTIVE SUMMARY

The *1982 Commonwealth of Kentucky Higher Education Desegregation Plan* sought to eliminate any vestiges of its former dual system of higher education more than twenty years ago. Since that time, Kentucky entered into a Partnership Agreement with the United States Department of Education's Office for Civil Rights. This report examines the success of colleges and universities across the state in achieving the goals in the *Kentucky Plan* since the last system report was presented in May 2000.

According to the 2000 Census, African Americans were 7.3 percent of Kentucky's population. In fall 2001, resident African American students made up 8.3 percent of the undergraduate enrollment of the public postsecondary education system, 7.8 percent of the undergraduate enrollment at the traditionally white institutions, 7.1 percent at the traditionally white public universities, 8.0 percent at all universities, 9.5 percent at the community colleges of the Kentucky Community & Technical College System, and 6.0 percent at the technical colleges. The University of Louisville reported the largest percentage of resident African American enrollment (14.3 percent) among the traditionally white universities; Kentucky State University reported an enrollment of 51.4 percent. Lexington Community College reported an enrollment of 11.4 percent resident African Americans. Among the community colleges of KCTCS, Hopkinsville (26.4 percent) noted the greatest percentage of resident African American students, while Jefferson (16.9 percent) reported the highest enrollment among the technical institutions.

Resident African American undergraduate student enrollment in fall 2000 was 8.5 percent of the public postsecondary education system, 8.0 percent at the traditionally white institutions, 7.0 percent at the traditionally white public universities, 7.8 percent at all public universities, 10.1 percent at the community colleges, and 6.4 percent at the technical colleges. The University of Louisville reported the largest percentage of resident African American enrollment (14.1 percent) among the traditionally white universities; Kentucky State University reported an enrollment of 47.5 percent. Among the community colleges of KCTCS, Hopkinsville (26.5 percent) noted the greatest percentage of resident African American students, while Jefferson (28.8 percent) reported the highest enrollment among the technical colleges.

In fall 1999, resident African American student enrollment totaled 7.9 percent of the public system, 7.4 percent at the traditionally white institutions, 6.8 percent at the traditionally white public universities, 7.8 percent at all public universities, 8.6 percent at the community colleges, and 5.4 percent at the technical colleges. The University of Louisville reported the largest percentage of resident African American enrollment (13.6 percent) among the traditionally white universities; Kentucky State University reported an enrollment of 49.0 percent. Among the community colleges of KCTCS, Hopkinsville (19.1 percent) noted the greatest percentage of resident African American students, while Jefferson (18.6 percent) reported the highest enrollment among the technical colleges.

African American graduate student enrollment remained steady in Kentucky's graduate education system between fall 1999 and fall 2001. In fall 2001, a total of 704 (5.3 percent) African Americans were enrolled in graduate courses compared to 12,647 (94.7 percent) white students. African American graduate student enrollment at Kentucky State University also increased between fall 1999 and fall 2001. In fall 1999, a total of 47 (49.0 percent) were enrolled

at KSU and in fall 2001, a total of 57 (49.6 percent) African American students were enrolled. Overall, the representation of African Americans enrolled in graduate education has gradually increased at Kentucky's public institutions.

The representation of resident African Americans earning bachelor degrees from traditionally white universities ranged between a low of 1.3 percent (NKU) and a high of 11.6 percent (UofL) between fall 1999 and fall 2001. Resident whites were awarded between 88.4 and 98.7 percent of all bachelor degrees during the same period. Kentucky State was the single institution that awarded a proportionate percentage of bachelor degrees to both resident African Americans and whites between fall 1999 and fall 2001.

As a system, Kentucky awarded a total of 18 (5.1 percent) doctoral degrees to African Americans between fall 1999 and 2001 compared to 335 (94.9 percent) awarded to whites. Both research institutions noted fluctuations in African American degree completion during the three-year period.

A total of 69 (3.6 percent) first professional degrees were awarded to African Americans between fall 1999 and 2001 compared to 1,824 (96.4 percent) whites. Overall, Kentucky has seen a very small increase in the number of African Americans earning first professional degrees.

As a system, the number of African Americans employed in executive, administrative, and managerial positions at the public institutions steadily increased between 1999 and 2001. In 2001-02, African Americans totaled 119 (9.7 percent). In 2000-01, they represented 103 (8.3 percent), and in 1999-00, 101 (8.5 percent).

Kentucky's public postsecondary institutions employed a total of 20,385 full-time faculty members between 1999-2002. African Americans totaled 1,017 (5.0 percent) while white full-time faculty totaled 19,368 (95.0 percent). In 2001-02, African American full-time faculty members totaled 360 (5.1 percent) compared to 6,767 (94.9 percent) white full-time faculty. In 2000-2001, African American faculty members totaled 339 (4.9 percent) compared to 6,610 (95.1 percent) white full-time faculty. African American faculty members employed in 1999-2000 totaled 318 (5.0 percent), compared to the 5,991 (95.0 percent) white faculty members.

Overall, Kentucky's universities (as a system from 1999-2000 and 2001-02) noted a steady increase in the employment of full-time African American faculty, although four of the eight universities noted fluctuations in the employment of African American faculty during the three-year period. Lexington Community College consistently employed 14 African American faculty members over the three-year period, without new hires, while the community and technical colleges of KCTCS noted steady increases in the employment of full-time African American faculty members over the three-year period.

SYSTEM EVALUATION

Kentucky adopted its first state higher education desegregation plan 21 years ago. Since that time, the emphasis has shifted from eliminating the vestiges of a segregated system to creating a more supportive campus environment and to providing equal opportunities for African Americans. Although African American student enrollment has increased over the years, Kentucky's retention and graduation rates for African American students are still low when compared to whites students. For the second time, after more than two decades of desegregation and EEO planning, Kentucky achieved only one objective: enrolling resident African Americans in public institutions (8.3 percent in fall 2001) at a level at least equal to their proportion of the state's population (7.3 percent). This objective was also met and noted in the May 2000 Status Report. From 1999 to 2001, Kentucky saw a gradual increase in the number of resident African Americans enrolled at Kentucky's public postsecondary institutions.

A summary of system achievements is provided. Objectives achieved by individual institutions have been highlighted, and areas requiring additional attention have also been identified.

In academic year 2001-02, NKU showed progress on all eight objectives evaluated. Kentucky State University also showed progress on all seven of its objectives (enrollment of graduate students does not apply to KSU, which is primarily an undergraduate institution). Among the universities, four improved their performance from the previous year and four saw a decline in their performance. Hopkinsville, Jefferson, and Paducah Community Colleges made progress on all four objectives. Prestonsburg made progress on only one objective. Ten of the 13 KCTCS community colleges and Lexington Community College were automatically eligible to propose new degree programs. Five of the 14 community colleges improved their performance, seven performed at the same level, and the performance of two declined. Only one of the 15 technical colleges, Northern Kentucky Tech, qualified for automatic status. The other 14 institutions require waivers to add new degree programs. Three institutions failed to make progress on any of the four objectives. One institution improved from the previous year, the performance of nine was unchanged, and the performance of five declined.

In 2000-01, Western Kentucky University and the University of Louisville made progress on each of their eight objectives. One institution made progress on seven objectives, three on six, and one on five objectives. KSU made progress on six of seven objectives. Each institution, with the exception of one, received automatic eligibility status. Murray State was not eligible to receive a waiver. Four institutions improved their status, three remained the same, while the status of one institution declined.

In fiscal year 1999-2000, the University of Louisville was the only institution to make progress on all eight objectives. Two universities made progress on seven objectives, one on six objectives, two on five, and one made progress on three objectives. Kentucky State University made progress on four of the seven objectives. Four universities were automatically eligible to propose new programs. The remaining four required waivers. No university improved its status. The status of three declined.

Overall, each of the universities has shown some progress on many of the objectives. Areas that still require attention include: the retention of all Kentucky resident African American students;

the six-year graduation rate for degree-seeking Kentucky resident African Americans; African American graduate student enrollment; and the employment of African American administrators, executives, managers, faculty, and other professionals.

PROGRESS TOWARD PLAN IMPLEMENTATION

Universities

All universities (with the exception of KSU) have eight equal opportunity objectives:

- Kentucky Resident African American Undergraduate Enrollment
- Retention of First-Year Resident Students
- Retention of all Kentucky Resident Undergraduate Students
- Baccalaureate Degrees Awarded to Kentucky Residents Six Year Graduation Rate
- Kentucky Resident Graduate Student Enrollment (does not apply to KSU)
- Employment of African Americans in Executive, Administrative, and Managerial Positions
- Employment of African Americans as Faculty and
- Employment of African Americans as Other Professionals

This report assesses Kentucky's universities' progress toward implementation of the objectives listed in *The 1997-2002 Kentucky Plan* and Partnership Agreement from 1999-2000 to 2001-02. The Plan and Partnership promote compliance of Title VI of the Civil Rights Act of 1964.

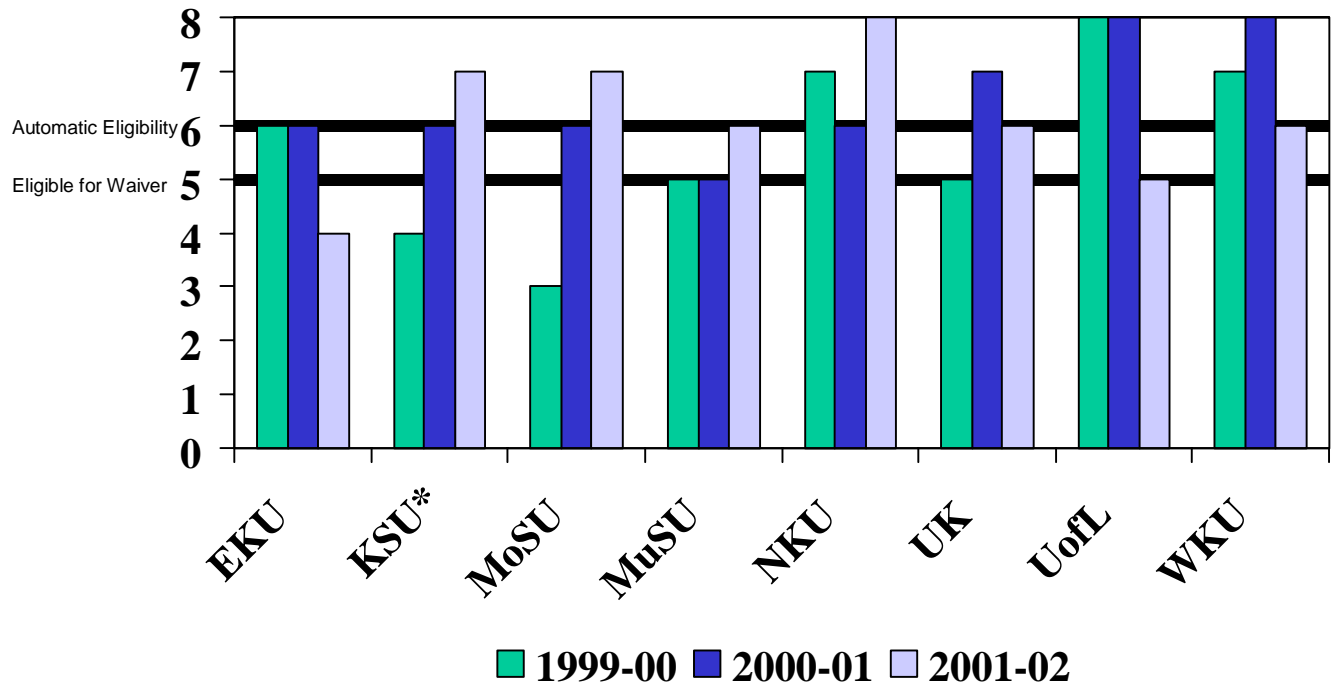
Two institutions (Northern Kentucky University and Kentucky State University) made progress on each of their objectives in fiscal year 2001-02. One university made progress on seven objectives, three made progress on six objectives, one on five objectives, and one on four objectives. Four universities improved their performance from the previous year and four saw a decline.

In calendar year 2000-01, the University of Louisville and Western Kentucky University made progress on each of their eight objectives. One institution made progress on seven objectives, three on six objectives, and one on five objectives. KSU made progress on six of seven objectives. Each institution received automatic eligibility status with the exception of one. Murray State University was not eligible to receive a waiver. Four institutions improved their status, three remained the same, and the status of one institution declined.

During calendar year 1999-00, only one institution, the University of Louisville, showed progress on each of its eight objectives. Two universities made progress on seven, one on six, two on five, and one on three objectives. KSU made progress on four of its seven objectives. Four institutions received automatic eligibility status, three qualified for quantitative waivers, and one for the qualitative waiver. No university improved its status. The status of three universities declined.

Overall, Kentucky's universities have made steady progress toward achieving the objectives outlined in *The Kentucky Plan*. Most showed an increase in the number of objectives with continuous progress over a three-year period. Between 1999-2001, a total of four institutions (University of Louisville, Western Kentucky University, Northern Kentucky University, and Kentucky State University) met each of their objectives. Four institutions made progress on seven of their objectives at that time. Most universities continued to make progress on five to six objectives over a three-year period.

Figure 1 - Universities
NUMBER OF OBJECTIVES MET FOR THE KENTUCKY PLAN



*KSU receives an automatic for meeting 5 of 7 objectives and is eligible for a waiver for 4 or fewer objectives.

Community College System

The community college system has four equal opportunity objectives:

- Kentucky Resident African American Undergraduate Enrollment
- Employment of African Americans in Executive, Administrative, and Managerial Positions
- Employment of African Americans as Faculty and
- Employment of African Americans as Other Professionals

For calendar year 2001-02, three community colleges (Hopkinsville, Jefferson, and Paducah) made progress on all four objectives, seven on three objectives, two on two objectives, and one on one objective. Lexington Community College made progress on three of its four objectives.

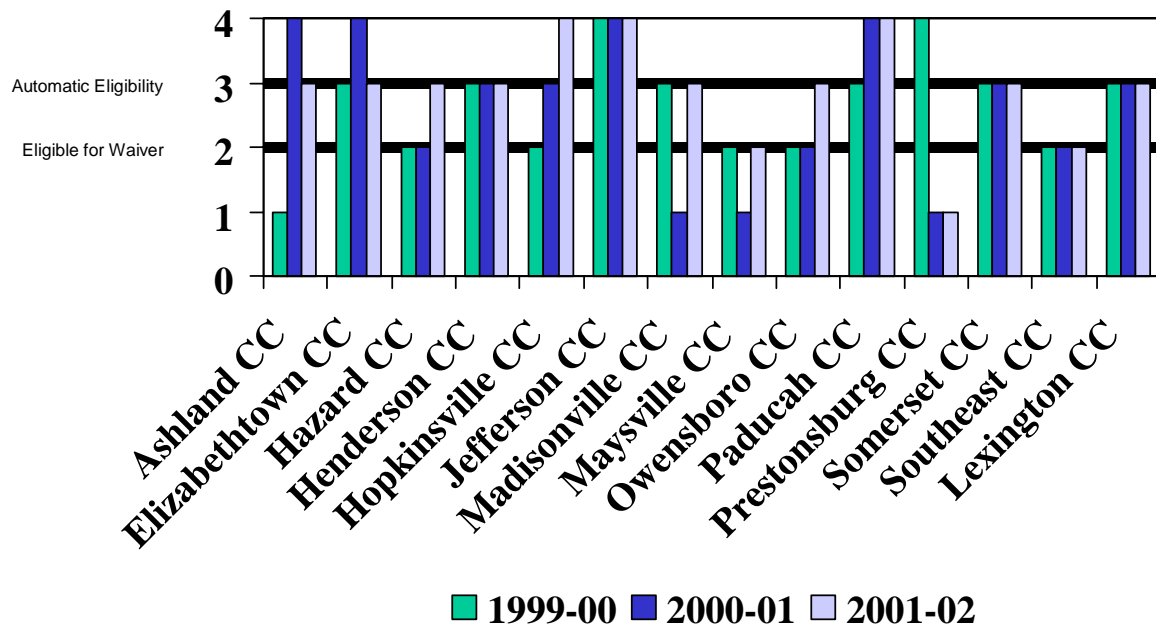
In fiscal year 2000-01, four institutions (Ashland, Elizabethtown, Jefferson, and Paducah), made progress on all four of their objectives, three made progress on three objectives, three made progress on two objectives, and three institutions made progress on one. Lexington Community College made progress on three of its four objectives.

During fiscal year 1999-00, two community colleges (Jefferson and Prestonsburg) made progress on each of their four objectives, five institutions made progress on three, five made progress on two objectives, and one institution made progress on only one objective. Lexington Community College made progress on three of its four objectives.

Overall, progress made by the community college system has fluctuated during the last three years. Jefferson Community College continuously made progress in each of its objectives from fall 1999-2001 while Henderson, Somerset, and Lexington Community Colleges continuously made progress on three of four objectives during the same period.

Areas where African Americans continue to be underrepresented at the community college level include employment in executive, administrative, and managerial positions; faculty positions; and other professional positions. Between 1999-2001, 10 institutions failed to meet the objective regarding the employment of African Americans in executive, administrative, and managerial positions; five failed to meet the objective concerning the employment of African American faculty members; and eight failed to meet the objective for the employment of African American other professionals.

**Figure 2 – Community Colleges
NUMBER OF OBJECTIVES MET FOR THE KENTUCKY PLAN**



Technical Colleges

The technical college system also has four equal opportunity objectives:

- Kentucky Resident African American Undergraduate Enrollment
- Employment of African Americans in Executive, Administrative, and Managerial Positions
- Employment of African Americans as Faculty and
- Employment of African Americans as Other Professionals

Of the 15 technical colleges assessed for the first time in academic year 2001-02, only one institution, Jefferson Technical College, was eligible to propose new programs. All others required waivers. In fiscal year 2001-02, only one institution, Northern Kentucky Technical College, qualified for automatic status while the other 14 technical colleges required waivers to add new degree programs. Three institutions failed to make progress on any of the four objectives (Ashland, Owensboro, and Rowan). Among the 15 technical colleges, one improved its performance (Northern Kentucky Tech), the performance of nine was unchanged, and the performance of five declined (Ashland, Bowling Green, Jefferson, Owensboro, and Rowan).

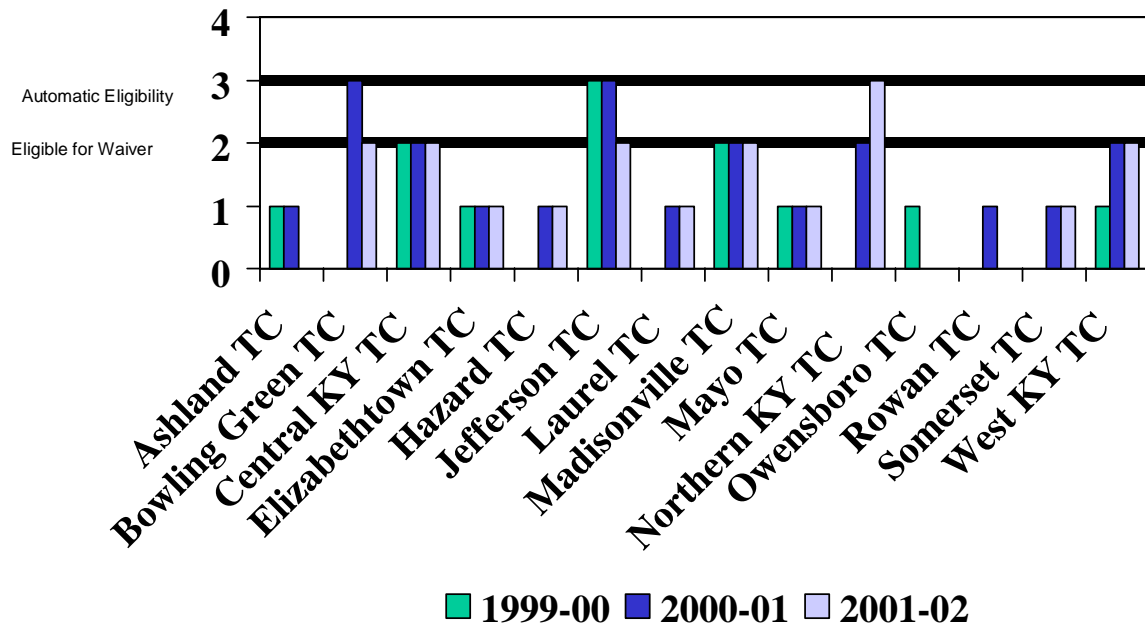
In 2000-01, two institutions (Bowling Green and Jefferson) received automatic eligibility status. Twelve institutions required waivers, and one institution (Northern Kentucky) was not automatically eligible to establish new degree programs. Overall, seven colleges improved their status, seven colleges remained the same, and one declined.

Overall, progress made by the technical college system has fluctuated during the last three years. None of the 15 technical colleges met all four objectives from 1999-2001. Three institutions met three objectives during that period, six institutions met two of the four objectives, and nine institutions met only one objective between 1999-2001. Several institutions failed to make progress in any of the objectives during a one-year period.

African Americans continue to be underrepresented at the technical college level in the following areas: the enrollment of African American students; the employment of African Americans in executive, administrative, and managerial positions; the employment of African Americans in faculty positions; and the employment of African Americans in other professional positions.

Between 1999-2001, nine institutions failed to meet their objective regarding the enrollment of African American students; eight institutions failed to meet this objective over a two-year period. A total of 15 technical colleges failed to meet the objective regarding the employment of African Americans in executive, administrative, and managerial positions; each of the institutions failed to meet this objective over a three-year period. Twelve institutions failed to meet their objective concerning the employment of African American faculty members, nine institutions over a three-year period, and two institutions over a two-year period. Finally, 13 institutions failed to meet the objective for the employment of African American other professionals; 12 institutions over a three-year period, and one institution over a two-year period.

Figure 3 – Technical Colleges
NUMBER OF OBJECTIVES MET FOR THE KENTUCKY PLAN



AFRICAN AMERICAN UNDERGRADUATE STUDENT ENROLLMENT

As a system, Kentucky enrolled a total of 10,953 (8.3 percent) undergraduate resident African Americans in 2001, 10,317 (8.5 percent) in 2000, and 9,390 (7.9 percent) in 1999.

Between 1999 and 2001, the undergraduate enrollment of Kentucky resident African Americans steadily increased at the public traditionally white universities. African American representation was 4,889 (7.1 percent) in fall 2001, 4,734 (7.0 percent) in fall 2000, and 4,659 (6.8 percent) in fall 1999.

During the same time, enrollment at Kentucky State University fluctuated. In fall 2001, 700 (51.4 percent) resident African American students were enrolled. In fall 2000, 657 (47.5 percent) were enrolled, and in 1999, 770 (49.0 percent) were enrolled.

Among the community colleges of the Kentucky Community and Technical College System, an increase was noted from 1999 to 2001. In 2001, African Americans accounted for 3,380 (9.5 percent) of the enrollment at KCTCS, and in 2000, 3,463 (10.1 percent) of the enrollment. In 1999, African Americans totaled 2,850 (8.6 percent) of the enrollment.

African American representation at Lexington Community College steadily increased between 1999 and 2001. In 2001, the number of African Americans totaled 806 (11.4 percent); in 2000, a total of 712 (11.1 percent) were enrolled; and in 1999, 575 (9.8 percent) were enrolled at LCC.

Similarly, African American representation at Kentucky's technical institutions has increased. In 2001, 1,178 (6.0 percent) were enrolled; in fall 2000, 751 (6.4 percent) were enrolled; and in 1999, African American enrollment totaled 536 (5.4 percent).

Overall, the representation of resident African Americans enrolled at Kentucky's public postsecondary institutions has increased from fall 1999 to fall 2001. Efforts are still needed to promote equal access for minority students in the Commonwealth including, but not limited to, an increase in financial aid, remediation, developmental education, and an increased focus on reform efforts to improve collaboration between K-12 and postsecondary education.

**UNDERGRADUATE HEADCOUNT ENROLLMENT
BY RACE AND INSTITUTION**

FALL 2001 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	4,889	7.1%	64,027	92.9%
Kentucky State Univ.	700	51.4%	661	48.6%
Community Colleges	3,380	9.5%	32,266	90.5%
Lexington Com. Coll.	806	11.4%	6,278	88.6%
Technical Colleges	1,178	6.0%	18,446	94.0%
TOTALS	10,953	8.3%	121,678	91.7%

FALL 2000 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	4,734	7.0%	63,213	93.0%
Kentucky State Univ.	657	47.5%	726	52.5%
Community Colleges	3,463	10.1%	30,689	89.9%
Lexington Com. Coll.	712	11.1%	5,707	88.9%
Technical Colleges	751	6.4%	10,978	93.6%
TOTALS	10,317	8.5%	111,313	91.5%

FALL 1999 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	4,659	6.8%	63,716	93.2%
Kentucky State Univ.	770	49.0%	802	51.0%
Community Colleges	2,850	8.6%	30,192	91.4%
Lexington Com. Coll.	575	9.8%	5,306	90.2%
Technical Colleges	536	5.4%	9,413	94.6%
TOTALS	9,390	7.9%	109,429	92.1%

GRADUATE STUDENT ENROLLMENT

Between fall 1999 and fall 2001, African American graduate student enrollment fluctuated in Kentucky's graduate education system. The representation of African Americans in fall 2001 totaled 704 (5.3 percent) compared to 12,647 (94.7 percent) white students enrolled in graduate education. Kentucky State University enrolled 57 (49.6 percent) African Americans and 58 (50.4 percent) white students in fall 2001. In fall 2000, African American enrollment totaled 677 (5.3 percent) compared to 12,109 (94.7 percent) white students; KSU enrolled 49 (47.6 percent) African Americans compared to 54 (52.4 percent) white students in fall 2000. Finally, in fall 1999, a total of 706 (5.5 percent) African American students were enrolled in Kentucky's graduate programs compared to 12,192 (94.5 percent) white students; African American representation at KSU totaled 47 (49.0 percent) while white students totaled 49 (51.0 percent).

Overall, African American graduate student enrollment at Kentucky institutions remained steady between 1999 and 2001. African American graduate student enrollment at Kentucky State University gradually increased between 1999 and 2001.

Various reasons have been introduced for the underrepresentation of African Americans in graduate education: inadequate preparation for graduate study, insufficient academic and support strategies, inhospitable campus environments, insufficient financial aid, and limited minority faculty and staff to mentor and serve as role models.

GRADUATE HEADCOUNT ENROLLMENT BY RACE

FALL 2001 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	647	4.9%	12,589	95.1%
Kentucky State Univ.	57	49.6%	58	50.4%
TOTALS	704	5.3%	12,647	94.7%

FALL 2000 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	628	5.0%	12,055	95.0 %
Kentucky State Univ.	49	47.6%	54	52.4%
TOTALS	677	5.3%	12,109	94.7%

FALL 1999 SYSTEM TOTAL	African American		White	
	Number	%	Number	%
Universities	659	5.1%	12,143	94.9%
Kentucky State Univ.	47	49.0%	49	51.0%
TOTALS	706	5.5%	12,192	94.5%

BACHELOR'S DEGREES BY RACE AND INSTITUTION 1999-2001

As a system, Kentucky's universities awarded a total of 29,358 bachelor's degrees to Kentucky residents over a three-year period -- 1,745 of the degrees were earned by African Americans. From 1999 to 2001, Kentucky resident African Americans earned between 1.3 and 11.6 percent of the bachelor's degrees awarded by Kentucky's traditionally white public institutions. Four institutions were consistent in increasing the number of degrees awarded to resident African Americans during the three-year period: Eastern Kentucky University, Murray State University, the University of Kentucky, and the University of Louisville.

Between 1999 and 2001, Eastern Kentucky University noted a steady increase in the number of bachelor degrees earned by resident African Americans: 31 (2.2 percent) in 1999-00, 42 (2.9 percent) in 2000-01, and 48 (3.7 percent) in 2001-02. Murray State University also reported steady increases of 32 (3.4 percent) in 1999-00, 39 (4.4 percent) in 2000-01, and 52 (5.5 percent) in 2001-02. African Americans earned 120 (4.7 percent) of the bachelor's degrees from UK in 1999-2000. In 2000-01, the number increased to 135 (5.0 percent), and in 2001-02, the number rose to 182 (6.2 percent). Finally, the University of Louisville awarded resident African Americans 142 (9.3 percent) of the bachelor's degrees in 1999-00, 171 (10.8 percent) in 2000-01, and 182 (11.6 percent) in 2001-02.

The number of bachelor's degrees awarded by Kentucky State University also increased between 1999 and 2001. KSU awarded 58 (46.8 percent) bachelor's degrees to resident African Americans in 1999-2000, 81 (66.9 percent) in 2000-01, and in 2001-02, KSU awarded 75 (56.0 percent).

During the same period, three traditionally white universities reported fluctuations in the number of baccalaureate degrees awarded to resident African Americans: Morehead State University, Northern Kentucky University, and Western Kentucky University. Between 1999 and 2001, Morehead State awarded 23 (2.7 percent), 18 (2.3 percent), and 20 (2.5 percent) of the baccalaureate degrees, respectively.

Kentucky resident African Americans earned less than 2 percent of the bachelor's degrees awarded by Northern Kentucky University from 1999 to 2001. In 2001-02, NKU awarded 18 (2.1 percent) of the degrees to resident African Americans; in 2000-01 a total of 11 (1.3 percent) were awarded; and 12 (1.5 percent) were awarded in 1999-2000.

Between 1999 and 2001, the number of African Americans earning baccalaureate degrees from Western Kentucky University increased. A total of 80 (5.6 percent) African American students earned bachelor's degrees in 1999-2000 -- the number increased to 90 (6.5 percent) in 2000-01 but dropped slightly to 83 (5.4 percent) in 2001-02.

Most of the traditionally white institutions have been successful in increasing the number of bachelor's degrees awarded to resident African Americans. Between 1999 and 2001, bachelor's degrees awarded to resident African Americans totaled 1,745 (5.9 percent) compared to the 27,613 (94.1 percent) earned by resident whites. Between 1999 and 2001, the number of African Americans earning degrees has steadily increased. Only three of the seven traditionally white universities and KSU noted fluctuations in the number of degrees attained by African Americans.

Literature has noted a wide range of observations, on a national level, for the disparity in the number of degrees awarded to African American students when compared to white students: unequal opportunities, students' deficient academic and social skills, an inhospitable campus climate, inadequate student preparation, poor academic and support strategies provided by the institution, scarcity of financial aid, and limited minority faculty and staff to serve as mentors and role models.

Overall, the representation of resident African Americans earning bachelor's degrees from traditionally white universities ranged between a low of 1.3 percent (NKU) and a high of 11.6 percent (UofL) between 1999 and 2001. Resident whites were awarded between 88.4 and 98.7 percent of all bachelor's degrees during the same period. Kentucky State was the single institution that awarded a proportionate percentage of bachelor's degrees to both resident African Americans and whites between the years 1999 and 2001.

KENTUCKY RESIDENT BACHELOR'S DEGREES BY RACE AND INSTITUTION

UNIVERSITY SYSTEM	African American		White	
Bachelors Degrees Awarded	Number	%	Number	%
2001-02	660	6.6%	9,381	93.4%
2000-01	587	6.0%	9,125	94.0%
1999-00	498	5.2%	9,107	94.8%
THREE YEAR TOTAL	1,745	5.9%	27,613	94.1%

RESEARCH INSTITUTIONS

INSTITUTION	Year	African American		White	
		Number	%	Number	%
University of Kentucky	2001-02	182	6.2%	2,747	93.8%
	2000-01	135	5.0%	2,550	95.0%
	1999-00	120	4.7%	2,443	95.3%
University of Louisville	2001-02	182	11.6%	1,389	88.4%
	2000-01	171	10.8%	1,408	89.2%
	1999-00	142	9.3%	1,391	90.7%

HISTORICALLY BLACK INSTITUTION

INSTITUTION	Year	African American		White	
		Number	%	Number	%
Kentucky State University	2001-02	75	56.0%	59	44.0%
	2000-01	81	66.9%	40	33.1%
	1999-00	58	46.8%	66	53.2%

COMPREHENSIVE INSTITUTIONS

INSTITUTION	Year	African American		White	
		Number	%	Number	%
Eastern Kentucky University	2001-02	48	3.7%	1,256	96.3%
	2000-01	42	2.9%	1,386	97.1%
	1999-00	31	2.2%	1,369	97.8%
Morehead State University	2001-02	20	2.5%	765	97.5%
	2000-01	18	2.3%	777	97.7%
	1999-00	23	2.7%	826	97.3%
Murray State University	2001-02	52	5.5%	901	94.5%
	2000-01	39	4.4%	855	95.6%
	1999-00	32	3.4%	905	96.6%
Northern Kentucky University	2001-02	18	2.1%	820	97.9%
	2000-01	11	1.3%	805	98.7%
	1999-00	12	1.5%	764	98.5%
Western Kentucky University	2001-02	83	5.4%	1,444	94.6%
	2000-01	90	6.5%	1,304	93.5%
	1999-00	80	5.6%	1,343	94.4%

KENTUCKY DOCTORAL DEGREES BY RACE AND INSTITUTION

As a system, Kentucky awarded a total of 18 (5.1 percent) doctoral degrees to African Americans between 1999 and 2001 compared to 335 (94.9 percent) awarded to whites. African Americans at the University of Kentucky earned a total of 13 doctoral degrees during the three-year period, though the number of degrees earned fluctuated. In 2001-02, UK awarded six (7.9 percent) doctoral degrees to African Americans compared to 70 (92.1 percent) whites. The number of African Americans earning doctoral degrees at the University of Louisville also fluctuated; a total of five (4.2 percent) doctoral degrees were awarded to African Americans between 1999 and 2001, compared to 115 (95.7 percent) awarded to whites. In 2001-02, only two (4.3 percent) doctoral degrees were earned by African Americans compared to 44 (95.7 percent) to whites.

UNIVERSITY SYSTEM	African American		White	
	Number	%	Number	%
2001-02	8	6.6%	114	93.4%
2000-01	3	2.8%	103	97.2%
1999-00	7	5.6%	118	94.4%
THREE YEAR TOTAL	18	5.1%	335	94.9%

DOCTORAL INSTITUTIONS

INSTITUTION	Year	African American		White	
		Number	%	Number	%
University of Kentucky	2001-02	6	7.9%	70	92.1%
	2000-01	3	4.2%	69	95.8%
	1999-00	4	4.7%	81	95.3%
University of Louisville	2001-02	2	4.3%	44	95.7%
	2000-01	0	0.0%	34	100.0%
	1999-00	3	7.5%	37	92.5%

FIRST PROFESSIONAL DEGREES

African American students earning first professional degrees were comprised of three programs: dentistry, medicine, and law. Kentucky awarded a total of 69 (3.6 percent) first professional degrees to African Americans between 1999 and 2001 compared to 1,824 (96.4 percent) awarded to whites. The number of first professional degrees earned by African Americans at Northern Kentucky University fluctuated while the number of degrees awarded by UK and UofL gradually increased during the three-year period.

In 2001-02, NKU awarded only one (1.8 percent) first professional degree to an African American, compared to 54 (98.2 percent) awarded to whites. The University of Kentucky awarded 12 (3.9 percent) first professional degrees to African Americans in 2001-02 compared to 297 (96.1 percent) awarded to whites. The number of African Americans earning first professional degrees at the University of Louisville totaled 16 (6.6 percent) in 2001-02 compared to 228 (93.4 percent) awarded to whites. In 2000-01, NKU failed to award a first professional degree to an African American while UK awarded 12 (3.7 percent) and UofL awarded 9 (3.4 percent). And in 1999-2000, NKU awarded one degree (1.3 percent), UK awarded 11 (3.5 percent), and UofL awarded 7 (2.8 percent) first professional degrees to African Americans.

Overall, Kentucky has seen a slow but steady increase in the number of first professional degrees awarded to African Americans between 1999 and 2001.

FIRST PROFESSIONAL DEGREES

UNIVERSITY SYSTEM	African American		White	
	Number	%	Number	%
Professional Degrees Awarded				
2001-02	29	4.8%	579	95.2%
2000-01	21	3.3%	620	96.7%
1999-00	19	3.0%	625	97.0%
THREE YEAR TOTAL	69	3.6%	1,824	96.4%

INSTITUTION	Year	African American		White	
		Number	%	Number	%
Northern Kentucky University	2001-02	1	1.8%	54	98.2%
	2000-01	0	0%	50	100%
	1999-00	1	1.3%	76	98.7%
University of Kentucky	2001-02	12	3.9%	297	96.1%
	2000-01	12	3.7%	316	96.3%
	1999-00	11	3.5%	304	96.5%
University of Louisville	2001-02	16	6.6%	228	93.4%
	2000-01	9	3.4%	254	96.6%
	1999-00	7	2.8%	245	97.2%

FULL-TIME FACULTY

In 2001, a total of 360 (5.1 percent) African Americans were employed as faculty members, compared to 6,767 (94.9 percent) whites. In 2000, a total of 339 (4.9 percent) African Americans were employed, compared to 6,610 (95.1 percent) whites. And in 1999, African American faculty in Kentucky's postsecondary system totaled 318 (5.0 percent), compared to 5,991 (95.0 percent) whites.

African American full-time faculty at traditionally white public universities ranged from 2.6 percent to 5.9 percent between 1999 and 2001. In fall 2001, African American faculty totaled 210 (4.1 percent) compared to 4,920 (95.9 percent) white faculty at Kentucky's four-year public traditionally white institutions. African Americans totaled 222 (4.4 percent) in fall 2000, compared to 4,865 (95.6 percent) white faculty members. In fall 1999, African American faculty totaled 222 (4.3 percent) while white faculty totaled 4,885 (95.7 percent).

Kentucky State University reported a steady increase in the employment of African American faculty members between 1999 and 2001. African American faculty at KSU totaled 64 (47.8 percent) compared to 70 (52.2 percent) white faculty in fall 2001. In fall 2000, African American faculty totaled 36 (37.5 percent) while white faculty totaled 60 (62.5 percent). In fall 1999, African American faculty totaled 35 (34.7 percent) compared to 66 (65.3 percent) white faculty members.

The University of Kentucky, as well as two other traditionally white institutions, noted fluctuations in the employment of African American faculty members between 1999 and 2001. Three institutions, Morehead, Northern, and Western, reported slight increases in the employment of African American full-time faculty members.

Between fall 1999 and fall 2001, the community and technical college system noted a slight increase in the employment of African American full-time faculty. The community colleges of the Kentucky Community and Technical College System reported slight gains during that period, 54 (5.3 percent) in 2001, 51 (5.0 percent) in 2000, and 47 (4.9 percent) in 1999. Lexington Community College consistently employed 14 African American faculty members between fall 1999 and fall 2001. The technical college system of KCTCS employed a total of 18 (2.6 percent) African Americans in fall 2001, and 16 (2.7 percent) in fall 2000.

The traditionally white universities reported African American employment among full-time faculty at less than 6 percent during 1999 to 2001. In fall 2001, African Americans made up 3.4 percent of full-time faculty at Kentucky's flagship institution, 47.8 percent at Kentucky State University, 5.3 percent of the community college system of KCTCS, and 2.6 percent of the technical college system of KCTCS.

While many institutions made some progress toward their objectives, the system's small percentage of African American full-time faculty characterizes a difficulty that confronts traditionally white institutions across the nation -- a small pool of African Americans with Ph.D.s, a limited number of researchers and instructors, and a scarcity of role models and mentors for minority students.

Kentucky's postsecondary education system must focus on creating a larger pool of minority graduate students in order to address the low Ph.D. production and the effect it has on the presence of minority faculty members. An increase in the African American doctoral pool would substantially enlarge the presence of African American faculty on college campuses that would ultimately translate to an increase in African American faculty members in the Commonwealth.

FULL-TIME FACULTY BY RACE AND INSTITUTION 1999-2001

Postsecondary Education	African American		White	
	Number	%	Number	%
2001-02	360	5.1%	6,767	94.9%
2000-01	339	4.9%	6,610	95.1%
1999-00	318	5.0%	5,991	95.0%

FLAGSHIP INSTITUTION

University of Kentucky	Race	Fall 2001	Fall 2000	Fall 1999
	African American	57	60	62
	Total (African American + White)	1,677	1,728	1,740
	% of African American	3.4%	3.5%	3.6%

HISTORICALLY BLACK INSTITUTION

Kentucky State University	Race	Fall 2001	Fall 2000	Fall 1999
	African American	64	36	35
	Total (African American + White)	134	96	101
	% of African American	47.8%	37.5%	34.7%

METROPOLITAN RESEARCH INSTITUTION

	Race	Fall 2001	Fall 2000	Fall 1999
University of Louisville	African American	62	63	57
	Total (African American + White)	1,117	1,085	1,083
	% of African American	5.6%	5.8%	5.3%

COMPREHENSIVE INSTITUTIONS

	Race	Fall 2001	Fall 2000	Fall 1999
Eastern Kentucky University	African American	16	27	34
	Total (African American + White)	608	624	662
	% of African American	2.6%	4.3%	5.1%
Morehead State University	African American	11	10	9
	Total (African American + White)	325	309	307
	% of African American	3.4%	3.2%	2.9%
Murray State University	African American	10	11	13
	Total (African American + White)	376	381	383
	% of African American	2.7%	2.9%	3.4%
Northern Kentucky University	African American	22	19	19
	Total (African American + White)	456	420	396
	% of African American	4.8%	4.5%	4.8%
Western Kentucky University	African American	32	32	28
	Total (African American + White)	571	540	536
	% of African American	5.6%	5.9%	5.2%

COMMUNITY COLLEGE SYSTEM

	Race	Fall 2001	Fall 2000	Fall 1999
Lexington Community College	African American	14	14	14
	Total (African American + White)	151	157	147
	% of African American	9.3%	8.9%	9.5%
KCTCS - Comm. Coll.	African American	54	51	47
	Total (African American + White)	1,013	1,015	954
	% of African American	5.3%	5.0%	4.9%
KCTCS - Tech. Coll.	African American	18	16	N/A
	Total (African American + White)	699	594	N/A
	% of African American	2.6%	2.7%	N/A

In fall 2001, 54 (5.3 percent) African American faculty members were employed at the community colleges of KCTCS. Lexington Community College reported 14 (9.3 percent) African American faculty, and the technical college system of KCTCS reported a total of 18 (2.6 percent) full-time African American faculty members.

Lexington Community College reported the highest percentage of African American faculty 14 (9.3 percent), followed by the University of Louisville 62 (5.6 percent), and Western Kentucky University 32 (5.6 percent) in 2001-02.

Overall, African American representation among full-time faculty at public postsecondary institutions in Kentucky averaged 5.0 percent during the three-year period. African American faculty, it appears, are underrepresented at every level in Kentucky's public postsecondary institutions.

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL STAFF

A commitment of the *Kentucky Plan* is to increase the number of African Americans employed in full-time positions at postsecondary education institutions. Employment of African Americans in executive, administrative, and managerial positions is a critical element of that commitment. As a system, the number of African Americans employed at the public institutions steadily increased during the three-year period between fall 1999 and fall 2001. African Americans totaled 119 (9.7 percent) in fall 2001, 103 (8.3 percent) in fall 2000, and 101 (8.5 percent) in fall 1999.

The University of Kentucky consistently employed 15 African Americans in executive, administrative, and managerial positions between 1999 and 2001. The University of Louisville noted a steady increase of African Americans in those positions during the same period: 30 (10.9 percent) in fall 2001, 23 (9.8 percent) in fall 2000, and 19 (8.6 percent) in fall 1999.

The number of African Americans holding executive, administrative, and managerial positions at Kentucky State University fluctuated. In fall 2001, 41 (77.4 percent), in fall 2000, 29 (76.3 percent), and in fall 1999, 31 (73.8 percent) were employed in those positions.

One of the four comprehensive institutions, Western Kentucky University, saw a consistent increase in the number of African Americans employed in executive, administrative, and managerial positions between 1999 and 2001. In 2001, seven (8.1 percent) African Americans were employed; in 2000, six (7.1 percent), and in 1999, five (6.2 percent). Two universities (Morehead State and Northern Kentucky) consistently employed two and four African Americans in those positions, respectively, and two universities, Eastern Kentucky (7 to 10 African Americans) and Murray State (6 to 7 African Americans), noted fluctuations in the number of African Americans employed in those positions.

The number of African Americans employed in executive, administrative, and managerial positions at the community colleges of KCTCS totaled seven (8.9 percent) in fall 2001, seven (4.9 percent) in fall 2000, and nine (5.7 percent) in 1999. African Americans were not represented in executive, administrative, and managerial positions at Lexington Community College or in the technical college system of KCTCS between 1999 and 2001.

Kentucky's postsecondary institutions must seek and share innovative approaches for those untapped sources that will help to increase the number of African American executives, administrators, and managers in the Commonwealth. The leadership at the institutions – presidents, department chairs, deans, chief executive and academic officers – will also prove to be a critical element that will enable the institutions to successfully employ minority administrators. A strong leadership that recognizes that the underrepresentation of African Americans in these positions is unacceptable will encourage institutions to become more accountable in order to transform the current system of higher education into effective and inclusive environments. As a result, the employment of African Americans will become an institutional priority.

**FULL-TIME EXECUTIVE, ADMINISTRATIVE, AND
MANAGERIAL STAFF BY RACE**

PUBLIC POSTSECONDARY EDUCATION SYSTEM	African American		White	
	Number	%	Number	%
2001-02	119	9.7%	1,114	90.3%
2000-01	103	8.3%	1,132	91.7%
1999-00 (does not include techs)	101	8.5%	1,092	91.5%

FLAGSHIP INSTITUTION

	Race	2001	2000	1999
University of Kentucky	African Americans	15	15	15
	Total (African Americans + White)	383	395	385
	% of African Americans	3.9%	3.8%	3.9%

HISTORICALLY BLACK INSTITUTION

	Race	2001	2000	1999
Kentucky State University	African Americans	41	29	31
	Total (African Americans + White)	53	38	42
	% of African Americans	77.4%	76.3%	73.8%

METROPOLITAN RESEARCH INSTITUTION

	Race	2001	2000	1999
University of Louisville	African Americans	30	23	19
	Total (African Americans + White)	274	235	221
	% of African Americans	10.9%	9.8%	8.6%

COMPREHENSIVE INSTITUTIONS

	Race	2001	2000	1999
Eastern Kentucky University	African Americans	7	10	10
	Total (African Americans + White)	130	127	137
	% of African Americans	5.4%	7.9%	7.3%
Morehead State University	African Americans	2	2	2
	Total (African Americans + White)	49	47	51
	% of African Americans	4.1%	4.3%	3.9%
Murray State University	African Americans	6	7	6
	Total (African Americans + White)	54	52	52
	% of African Americans	11.1%	13.5%	11.5%
Northern Kentucky University	African Americans	4	4	4
	Total (African Americans + White)	63	60	58
	% of African Americans	6.3%	6.7%	6.9%
Western Kentucky University	African Americans	7	6	5
	Total (African Americans + White)	86	84	81
	% of African Americans	8.1%	7.1%	6.2%

COMMUNITY COLLEGE SYSTEM

	Race	2001	2000	1999
Lexington Community College	African Americans	0	0	0
	Total (African Americans + White)	9	9	7
	% of African Americans	0.0%	0.0%	0.0%
KCTCS - Comm. Coll.	African Americans	7	7	9
	Total (African Americans + White)	79	144	159
	% of African Americans	8.9%	4.9%	5.7%
KCTCS - Tech. Coll.	African Americans	0	0	N/A
	Total (African Americans + White)	53	44	N/A
	% of African Americans	0%	0%	N/A

OTHER PROFESSIONAL STAFF

Another element of *The Kentucky Plan* is to increase the number of African Americans employed in other professional positions at postsecondary education institutions. The percentage of African Americans employed at the public institutions in this category was 6.3 percent in 1999 and 2000. In 2001, the number of African Americans employed as other professionals rose to 6.7 percent. Over the three-year period, the number of African Americans represented in this category steadily increased with only a slight increase in the percent of total: 478 (6.7 percent) in fall 2001, 429 (6.3 percent) in fall 2000, and 402 (6.3 percent) in fall 1999.

The University of Kentucky employed 121 (3.4 percent) African Americans in other professional positions in 1999, a total of 139 (3.8 percent) in 2000, and 152 (4.1 percent) in 2001. The University of Louisville noted slight fluctuations in the employment of African Americans during the same period: 88 (9.6 percent) in fall 1999, 95 (9.8 percent) in fall 2000, and 92 (8.9 percent) in fall 2001.

The number of African Americans holding other professional positions at Kentucky State University also fluctuated. In fall 1999, 61 (57.0 percent), in fall 2000, 55 (52.9 percent), and in fall 2001, 72 (58.5 percent) were employed in this position.

The percentage of African Americans employed by traditionally white universities increased from 5.2 percent in 1999 to 5.4 percent in 2000 and to 5.6 percent in 2001. African Americans employed as other professionals at the community colleges of KCTCS slightly increased -- 26 (7.0 percent) in 1999, 30 (7.3 percent) in 2000, and 31 (8.0 percent) in 2001. Lexington Community College saw a slight increase and remained steady between 1999 and 2001. LCC reported that nine (25.0 percent) African Americans were hired in 1999, 11 (23.9 percent) in 2000, and 11 (23.4 percent) in 2001.

The technical colleges were not a part of the original *Kentucky Plan* when it was introduced in 1997. Data for the technical college system was not available until 2000. Between 2000 and 2001, the technical colleges had a slight increase in the number of African Americans employed as other professionals -- in 2000, four (2.6 percent), and in 2001, five (2.7 percent).

Evaluation of this category of employment shows that African Americans have made steady progress at some institutions, but other institutions lag behind. Three of eight universities (EKU, NKU, and UK) saw an increase in the number of African Americans employed in this category, while the remaining universities noted fluctuations. Lexington Community College reported a slight increase between 1999 and 2001, and the KCTCS made progress in employing African Americans in the other professional positions at both the community and technical college level. Overall, progress has been promising, though African Americans are still underrepresented in this area.

OTHER PROFESSIONAL STAFF

PUBLIC POSTSECONDARY EDUCATION SYSTEM	African American		White	
	Number	%	Number	%
2001-02	478	6.7%	6,657	93.3%
2000-01	429	6.3%	6,417	93.7%
1999-00	402	6.3%	5,974	93.7%

FLAGSHIP INSTITUTION

University of Kentucky	Race	2001	2000	1999
	African Americans	152	139	121
	Total (African Americans + White)	3,745	3,651	3,526
	% of African Americans	4.1%	3.8%	3.4%

HISTORICALLY BLACK INSTITUTION

Kentucky State University	Race	2001	2000	1999
	African Americans	72	55	61
	Total (African Americans + White)	123	104	107
	% of African Americans	58.5%	52.9%	57.0%

METROPOLITAN RESEARCH INSTITUTION

University of Louisville	Race	2001	2000	1999
	African Americans	92	95	88
	Total (African Americans + White)	1,029	966	914
	% of African Americans	8.9%	9.8%	9.6%

COMPREHENSIVE INSTITUTIONS

	Race	2001	2000	1999
Eastern Kentucky University	African Americans	36	22	20
	Total (African Americans + White)	458	442	378
	% of African Americans	7.9%	5.0%	5.3%
Morehead State University	African Americans	10	9	11
	Total (African Americans + White)	304	272	267
	% of African Americans	3.3%	3.3%	4.1%
Murray State University	African Americans	13	11	14
	Total (African Americans + White)	222	219	215
	% of African Americans	5.9%	5.0%	6.5%
Northern Kentucky University	African Americans	21	16	14
	Total (African Americans + White)	283	246	243
	% of African Americans	7.4%	6.5%	5.8%
Western Kentucky University	African Americans	35	37	38
	Total (African Americans + White)	349	333	319
	% of African Americans	10.0%	11.1%	11.9%

COMMUNITY COLLEGE SYSTEM

	Race	2001	2000	1999
Lexington Community College	African Americans	11	11	9
	Total (African Americans + White)	47	46	36
	% of African Americans	23.4%	23.9%	25.0%
Kentucky Community and Technical College System - Comm. Coll.	African Americans	31	30	26
	Total (African Americans + White)	389	411	371
	% of African Americans	8.0%	7.3%	7.0%
Kentucky Community and Technical College System - Tech. Coll.	African Americans	5	4	N/A
	Total (African Americans + White)	186	156	N/A
	% of African Americans	2.7%	2.6%	N/A

PROMISING PRACTICES

Kentucky's public universities developed summer programs to assist incoming freshmen with successfully transitioning from high school to postsecondary education. Designed as outreach strategies, the programs are intended to increase the retention and graduation rates all of students. Many focus specifically on the enrollment and retention of minority students. Programs range from one day to several weeks, based upon the focus of the individual institution, and some programs require overnight stay to acquaint students with the campus community.

Incoming students and their parents arrive on campus prior to the fall semester and are introduced to faculty, staff, mentors, and people of color in leadership positions. The goal is to provide minority students with access to postsecondary education, as well as assistance towards graduation. A brief summary follows for programs offered by Kentucky's public universities.

INSTITUTION	PROGRAM
Eastern Kentucky University	First Year Programs: New Student Days, First Step/Summer Bridge Program, Early Alert, Campus Visitation Program, Campus Spotlight Day, Summer Transition, and Enrichment Program - STEP
Kentucky State University	First Year Experience
Morehead State University	Summer Orientation Advising and Registration (SOAR)
Murray State University	Project Success
Northern Kentucky University	Learning Communities, NKU Rocks
University of Kentucky	Freshman Summer Program, Critical First Year Program
University of Louisville	C.O.N.E.C.T. Program, Think College Now
Western Kentucky University	M.A.S.T.E.R. Plan, Spring Preview Day, BMW (Black Males at Western), S2S (Sister 2 Sister)

Each program provides academic support services to encourage African American students to integrate into the educational system, promotes high academic achievement, and helps to increase the number of minority graduates from Kentucky's public postsecondary institutions.

Eastern Kentucky University - First Year Programs

Eastern Kentucky University offers First Year Programs to ensure that students are welcomed, celebrated, and supported in their first semester at ECU. The programs allow students and their families to gain valuable information about themselves, the campus, and the ECU community. Components of the program include: peer mentors, orientation classes, freshmen interest groups, and increased interaction with faculty members outside the classroom. The goal of the First Year Programs is to empower students to persist through graduation. The program office also engages in a focused effort to educate first year students and the university community, as a whole, to value diversity in the educational environment and in their personal lives. Specific programs include: New Student Days, First Step/Summer Bridge Program, Early Alert, Campus Visitation Program, Campus Spotlight Day, and the Summer Transition and Enrichment Program – STEP.

The mission of the New Student Days program is to help students acclimate to the university along with others who are experiencing similar issues in a smaller setting. New Student Days is required of all incoming freshmen as well as transfer students with less than 30 hours. Students are assigned

summer readings that include the following themes: diversity, tolerance, and race relations. First year students also participate in orientation classes, the Weaver Tutoring and Enrichment Center, and the PLUS Mentoring Program.

Created as a holistic retention program, the First Step to College Success-Summer Bridge Program addresses the needs of students admitted to the university that require additional preparation in the basic skill areas before enrolling in college level courses. The basic skill areas include: writing, mathematics, and reading. Students are selected for the program based on their developmental needs. The program offers an opportunity to students to build needed skills. The six-week program is highly structured and enables students to prepare for academic challenges.

The Early Alert Program was designed to improve students' persistence and academic success. The program includes a three-week report that encourages faculty members to alert the program that students have not attended class or have multiple absences. This program replaced Project Alert. The Retention Coordinator and the Office of Diversity works collaboratively with the Advising Office to contact minority students who are referred through the Early Alert Program.

The Campus Visitation Day and the Campus Spotlight Day are both designed to offer students and parents a campus tour and they participate in extensive programs on financial aid, scholarships, admissions, and programs of study. Students are also afforded an opportunity to learn about cultural and social opportunities available at EKU. Faculty, staff, and student presentations are also included in the Campus Visitation and Campus Spotlight Days.

The Summer Transition and Enrichment Program (STEP) is a six-week summer residential academic program to improve student success. Students attend academic courses in reading, writing, study skills, chemistry, anatomy, physiology, and math, in addition to a personal growth course. Students are introduced to beneficial student services available at EKU. At the conclusion of STEP, students are better prepared to meet academic challenges and are familiar with the EKU campus.

Kentucky State University - First Year Experience

Kentucky State University's First-Year Experience (FYE) Program is dedicated to guiding new students to choices that will enable them to have successful educational careers. In order to help students establish connections vital to their academic success, new arrivals are encouraged to participate in an extensive New Student Orientation Program (NSO) through close collaboration with campuswide Academic Affairs units: Admissions, Financial Aid, Records and Registration, Academic Advising, and Student Affairs with special emphasis on Student Life. KSU welcomes all new students, but works to enhance all FYE programming towards the goal of student retention, semester by semester.

Throughout the year, FYE personnel encourage students to set realistic academic, career, and personal goals, listen to students' concerns, and offer support and guidance in finding the assistance and resources they need. KSU also established learning communities to assist incoming students in successfully transitioning to the university environment. Through the learning communities students are able to build and solidify connections with peer mentors and faculty advisors. Students are also offered the opportunity to build strong working relationships with staff members from two tutorial programs offered to all students, free of charge, by the university: the Communication Skills Center (CSC) and the Peers Empowering Peers (PEP) Program. Additionally, FYE staff members, in

collaboration with faculty members and PEP and CSC staff members, developed and implemented an early warning system to provide early intervention for students at risk. This system encourages close communication among faculty, FYE staff, and students concerning attendance and performance. KSU counselors offer assistance regarding the transfer framework, and utilize it to advise new transfer students. The FYE also plans to conduct an outreach program exclusively for middle and high schools in Frankfort and Lexington.

Finally, FYE staff work with the Director of UNV 101: University Orientation. Designed to facilitate the learning styles of students who may be at risk at the point of entry to college, this course implemented a Service Learning initiative that enables students to make important connections with the local community while adding to their liberal arts education. The course also encourages students to develop a pattern of life-long learning, necessary for future growth and development.

Morehead State University – Summer Orientation Advising & Registration (SOAR)

SOAR is an acronym for the Summer Orientation, Advising, and Registration program that is designed to allow incoming freshmen to become acclimated to campus surroundings prior to the beginning of the semester. African American, as well as all in-coming freshmen students and transfers, are given several opportunities to come to campus to meet their advisor and register for classes during the summer. The reason this is a good practice is that it allows the student to take care of the business end of becoming a student in an unharried and welcoming atmosphere. Students are able to re-connect with the Admissions Counselor that recruited them to MSU at the Minority “Meet MSU” Nights/Open Houses. The student is also able to meet with the Financial Aid Counselor that they will have when classes begin in August and to ensure that the necessary paperwork has been submitted and/or processed. If properly submitted, the student and the parents will know before they leave campus what amount of financial aid the student has been awarded and how much unmet need they have.

The day begins with a general assembly of all students and parents attending the SOAR outlining what activities will occur during the visit. After this general opening and welcome by the SGA president, the president, the VP of Student Life, and the president of the parent association, students are divided by major, so that the advisors can advise them regarding their proposed major and help them register for classes for the fall. Undecided students or provisionally admitted students are advised by the advisors in Academic Support Services on schedules and any deficiencies they might have to meet. For instance, a student who is PCC deficient or has an ACT sub-score below 18 in English, math, or reading would be conditionally admitted and therefore unable to declare a major until the deficiencies have been removed. The steps outlined above are the advising and registration part of SOAR. The other part is orientation to campus. Incoming students are given their passwords for computer and voicemail access and trained on how to utilize the system. The students rotate between three or four workshops that inform them of campus life and other activities. While the students are attending these sessions and registering, the parents meet with the Dean of Students and the Director of the First Year Experience regarding nuts and bolts type questions concerning move-in, roommates, what appliances the student can bring, etc. At the conclusion of these activities, the parents and students will be given a tour of campus and will be able to look at a residence hall room to get an idea of space limitations, etc. By attending SOAR, the student eliminates the need to stand in a long line at the beginning of the semester in order to take care of business. Generally, students will only have to pick up the identification card that was made when they attended SOAR. The meal plan they selected at SOAR will already be on the

declining balance portion of the card, as well as an account with US Bank (all established during SOAR). Only new students and transfers who have not taken care of these matters are required to go through “Business Days” to take care of these matters. This allows students to avoid many of the frustrations that other students experience.

Murray State - Project Success

Project Success is a combination of programs, workshops, and monitoring initiatives designed by Murray State University to improve academic performance and overall retention of the African American population. Peer advocates, or upperclassmen, mentor incoming freshmen as well as transfer students. Contact is made on a weekly basis to inform students of programs and information offered by the Office of African American Student Services. Peer advocates are to report problems their students encounter to the coordinator.

Northern Kentucky University-Learning Communities - NKU Rocks

NKU offers learning communities in which cohorts of 15-25 students are enrolled in two or three classes taught by carefully selected faculty members. Learning communities help students foster a sense of connectedness to the campus as well as each other. The program was designed to address the isolation that African American students often feel on a predominantly white campus. The impact of the program has been very positive according to the retention data.

Designed as a mentoring program, NKU Rocks joins first year African American students with faculty, staff, students, and community mentors to enhance the students’ academic success and retention rate. Students are provided career and graduate school counseling and life skill workshops. Additionally, their academic progress is tracked and, when necessary, they are introduced to services and resources to assist them with difficulties.

University of Kentucky - Freshman Summer Program, Critical First Year

Sponsored by the Office of Minority Affairs, the Freshman Summer Program (FSP) is an academic transitional program for selected African American students admitted to the university in the fall semester. The purpose of the program is to orient first year students to academic and student life at UK. The academic components in FSP include: writing, mathematics, college success workshops, cultural, recreational, and social activities to enrich participants’ summer experience. Each student receives a stipend for participating in the program. The program covers the students’ housing, meals, tuition for courses, and some activity fees. Students and parents are responsible for the program fee, educational materials and supplies, and some activity fees.

The Critical First-Year Program is an academic support program for African American freshmen designed to ensure successful transition from high school to postsecondary education. The goal of the program is for students to have a 3.0 GPA at the end of their freshman year. Components of the program include:

- African American Fall Orientation
- First Year Focus Seminars
- Academic Progress Sessions
- Study Groups
- Tutoring

- Professor Letters
- Peer Mentoring

University of Louisville - CONECT Program

The CONECT Program (Caring of New Students Experience College Transitions) was designed to acclimate first year students to campus life. The purpose of the program is to provide student support through peer advising for the encouragement of positive academic and social interactions and to promote a unified community among African American students. The program is expected to increase student retention and provide an ongoing orientation to all aspects of the university during the students' first year. Mentors are provided to assist the students in taking responsibility for their skills and behavior. This assistance is expected to guide the student to academic and social integration, higher self-esteem, higher grades, and greater self-perceived intellectual growth.

Western Kentucky University - MASTER Plan, Spring Preview Day, BMW, S2S

In 1993, Western began a multi-departmental program, the MASTER Plan, to assist first year students in their transition to college life. Students participating in the program show higher levels of success and satisfaction with their college experience. Sponsored by the Department of Housing and Residence Life, the program is also supported by various campus departments. The five-day program connects freshman students to campus life, faculty, staff, and other first year students. MASTER Plan also includes interactive educational workshops that help students enhance the necessary skills that will be utilized both inside and outside the classroom. Minority students are strongly encouraged to participate in the MASTER Plan. Scholarships are available, based on need, by the Office of Diversity Programs and the Department of Housing and Resident Life.

Western designed several programs specifically for the recruitment and retention of African American students: BMW (Black Males at Western), and S2S (Sister 2 Sister). BMW, a support group for African American males, is comprised of faculty, staff, and students. The goal of the program is to address vital issues affecting and hindering the growth, retention, graduation, and socialization of African American males at predominantly white institutions. Sister 2 Sister (S2S) was created to provide ongoing support and a comfortable environment for African American females to gather and discuss issues they consider important and relevant. The support group is sponsored by the Office of Diversity Programs and is open to all African American females at the university.

The primary purpose of both BMW and S2S is to encourage self-confidence, self-exploration, and positive decision-making. Many important topics provide participants with an opportunity to discuss issues affecting their lives that are not always addressed by the institution or family. A unique component of the program is the involvement of the faculty and staff. Their participation aids in fostering a relationship in which the student feels that there is someone who cares about their academic success, personal development, and understands pertinent issues. The faculty and staff also serve as role models and mentors to the students.

Council on Postsecondary Education
Committee on Equal Opportunities
February 17, 2003

Kentucky Plan for Equal Opportunities
2003 Degree Program Eligibility

More publicly supported institutions have qualified, based on the degree of success in enrolling, retaining, and hiring African Americans, for the most favorable category of eligibility for new degree programs in 2003 (18 of 37 compared to 16 of 37 in 2002). Six universities, down from seven last year, are automatically eligible to add new degree programs; one university received the quantitative waiver status and one university received the qualitative waiver status. The technical colleges' performance is relatively unchanged. Only one qualified for the automatic status while five qualified for the quantitative status (5 compared to 3 the previous year); the number of institutions falling into the least desirable category remained the same (9 of 15). Overall, community colleges improved their performance. Eleven of 14 institutions received automatic status, while two qualified for the quantitative waiver and only one for the qualitative waiver.

The annual assessment is part of the Council on Postsecondary Education's monitoring of progress under *The 1997-2002 Kentucky Plan for Equal Opportunities*, which promotes compliance with Title VI of the Civil Rights Act of 1964.

Northern Kentucky University showed progress on all eight objectives evaluated. Kentucky State University also showed progress on all seven of its objectives. Among the universities, four improved their performance from the previous year and four saw a decline in their performance.

Among the community colleges, 10 of the 13 KCTCS community colleges, and Lexington Community College, are automatically eligible to propose new degree programs. Institutions showing progress on all four objectives include Hopkinsville, Jefferson, and Paducah Community Colleges. Prestonsburg made progress on only one objective. Three colleges require a waiver to add new degree programs. Among the 14 community colleges, five improved their performance (Hazard, Hopkinsville, Madisonville, Maysville, and Owensboro), nine performed at the same level, while the performance of two (Ashland and Elizabethtown) declined.

Of the 15 technical colleges, one institution – Northern Kentucky Tech – qualified for automatic status while the other 14 technical colleges will need a waiver to add new degree programs. Three institutions failed to make progress on any of the four objectives (Ashland, Owensboro, and Rowan). Among the 15 technical

colleges, one improved its performance (Northern Kentucky Tech), the performance of 10 is unchanged, and the performance of four declined (Ashland, Bowling Green, Jefferson, and Rowan).

Staff preparation by Sherron Jackson and Rana Johnson

Revised: March 18, 2003

**SUMMARY OF DEGREE PROGRAM ELIGIBILITY STATUS
CALENDAR YEAR 2003**

Eligibility Category	Universities		Community Colleges		Technical Colleges		Total	
	2003	2002	2003	2002	2003	2002	2003	2002
Automatic	6	7	11	8	1	2	18	16
Quantitative Waiver	1	0	2	3	5	3	8	6
Qualitative Waiver	1	0	1	2	9	9	11	11
Not Eligible	0	1	0	1	0	1	0	4
Total	8	8	14	14	15	15	37	37

INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY CALENDAR YEAR 2003

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

UNIVERSITIES

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2003	2002
Eastern Kentucky Univ.	4	8	<i>Qualitative</i>	<i>Automatic</i>
Kentucky State Univ.	7	7	<i>Automatic</i>	<i>Automatic</i>
Morehead State Univ.	7	8	<i>Automatic</i>	<i>Automatic</i>
Murray State Univ.	6	8	<i>Automatic</i>	<i>Not Eligible</i>
Northern Kentucky Univ.	8	8	<i>Automatic</i>	<i>Automatic</i>
Univ. of Kentucky	6	8	<i>Automatic</i>	<i>Automatic</i>
Univ. of Louisville	5	8	<i>Quantitative</i>	<i>Automatic</i>
Western Kentucky Univ.	6	8	<i>Automatic</i>	<i>Automatic</i>
<p>Notes:</p> <p>Universities (except Kentucky State University) have eight equal opportunity objectives. Kentucky State University has seven objectives (the objective related to Enrollment of Graduate Students does not apply to KSU).</p> <p>Automatic eligibility equals continuous progress in at least 6 of 8 objectives. KSU is at least 5 of 7 objectives.</p> <p>Quantitative waiver equals continuous progress in 5 of 8 objectives. New degree programs must be implemented under the waiver provisions during calendar year 2003. KSU is 4 of 7 objectives.</p> <p>Qualitative waiver equals continuous progress in 4 or fewer of 8 objectives. New degree programs must be implemented under the waiver provisions during calendar year 2003. KSU is 3 or fewer of 7 objectives.</p>				

**INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY
CALENDAR YEAR 2003**

Revised: March 18, 2003

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

COMMUNITY COLLEGES

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
KCTCS			2003	2002
Ashland CC	3	4	Automatic	Automatic
Elizabethtown CC	3	4	Automatic	Automatic
Hazard CC	3	4	Automatic	Quantitative
Henderson CC	3	4	Automatic	Automatic
Hopkinsville CC	4	4	Automatic	Quantitative
Jefferson CC	4	4	Automatic	Automatic
Madisonville CC	3	4	Automatic	Automatic
Maysville CC	2	4	Quantitative	Quantitative
Owensboro CC	3	4	Automatic	Not Eligible
Paducah CC	4	4	Automatic	Automatic
Prestonsburg CC	1	4	Qualitative	Automatic
Somerset CC	3	4	Automatic	Automatic
Southeast CC	2	4	Quantitative	Quantitative
University of Kentucky				
Lexington CC	3	4	Automatic	Automatic
Notes:				
Community colleges have four equal opportunity objectives.				
Automatic eligibility equals continuous progress in at least 3 of 4 objectives.				
Quantitative waiver equals continuous progress in 2 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2003 calendar year.				
Qualitative waiver equals continuous progress in 0 or 1 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2003 calendar year.				

**INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY
CALENDAR YEAR 2003**

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

TECHNICAL COLLEGES

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2003	2002
KCTCS				
Ashland TC	0	4	Qualitative	Qualitative
Bowling Green TC	2	4	<u>Quantitative</u>	<u>Automatic</u>
Central Kentucky TC	2	4	<u>Quantitative</u>	<u>Quantitative</u>
Cumberland Valley TC	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Elizabethtown TC	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Hazard TC	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Jefferson TC	2	4	<i>Quantitative</i>	<i>Automatic</i>
Laurel TC	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Madisonville TC	2	4	<i>Quantitative</i>	<i>Quantitative</i>
Mayo TC	1	4	<u>Qualitative</u>	<u>Qualitative</u>
Northern Kentucky TC	3	4	<i>Automatic</i>	<i>Not Eligible</i>
Owensboro TC	0	4	<i>Qualitative</i>	<i>Qualitative</i>
Rowan TC	0	4	<i>Qualitative</i>	<i>Qualitative</i>
Somerset TC	1	4	<u>Qualitative</u>	<u>Qualitative</u>
West Kentucky TC	2	4	<u>Quantitative</u>	<u>Quantitative</u>

Notes:

Technical colleges have four equal opportunity objectives.

Automatic eligibility equals continuous progress in at least 3 of 4 objectives.

Quantitative waiver equals continuous progress in 2 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2003 calendar year.

Qualitative waiver equals continuous progress in 0 or 1 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2003 calendar year.